

Unit Planning Guide: Grade _K_ Unit _2_ of _8_

Unit Title: Exploring the World of Print	Pacing (Duration of Unit): 4 weeks
Grade: Kindergarten	Buffer Day(s): 3

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Through read aloud, develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
- L.K.1.f Produce and expand complete sentences in shared language activities.
- **L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.**
- **L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.**
- L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- **RF.K.1 Demonstrate understanding of the organization and basic features of print.**
- RF.K.1a Follow words from left to right, top to bottom, and page by page.
- RF.K.1c Understand that words are separated by spaces in print.
- **RF.K3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).**
- RI.K.5 Identify the front cover, back cover, and title page of a book
- RL.MA.K.8A Identify and respond to characteristics of traditional poetry for children: rhyme; regular beats; and repetition of sounds, words, and phrases.

*These standards are taught throughout the year

- **SL.K.1a * Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and**

WIDA for English Language Learners
Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

<ul style="list-style-type: none"> • L.K.1* texts under discussion. • L.K.1b* Demonstrate command of the conventions of standard English grammar and usage when writing or <u>speaking</u>. • L.K.6 * Use frequently occurring nouns and verbs. • RL.K.4* Use words and phrases acquired through conversations, reading and being read to, and responding to texts. • RL.K.10* Ask and answer questions about unknown words in a text. • RI.K.4* Actively engage in group reading activities with purpose and understanding. • RI.K.10* With prompting and support, ask and answer questions about unknown words in a text. • RI.K.10* Actively engage in group reading activities with purpose and understanding. 	
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Meaning (*Mostly assessed through Performance Tasks/Assessments)	
<p>Big Ideas:</p> <ul style="list-style-type: none"> • There are rules about how things are written and read (e.g., how we hold a book, how we follow the words on a page, high-frequency words are memorized). • Letters, words, symbols and pictures are used to convey meaning • Good speakers tell details (e.g. size, color, shape, actions) about people, places, and things so that the listener can understand more about the people, places, or things. • We can use words to tell about everyday objects and their use. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What does it look like to be a good reader? • Why do you use pictures and words to express your ideas? • Why is it important to use details in speaking, drawing, and writing? • How do using describing words help you to communicate with others?

Acquisition (*Mostly assessed through traditional summative assessments)	
<p>Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> • That when you provide or give details to the listener, they will understand a topic. • That words tell about everyday objects and their use. • The rules of producing complete sentences. • that describing and sorting objects into categories, gives meaning • that written words and pictures provide meaning. • beginning conventions and concepts of print. <p>Key Academic Vocabulary-</p> <ul style="list-style-type: none"> • Drawing, illustrations, writing, print • Letters, words, sentences • Cover, title page, page • Left, right, top, bottom • Spacing, line 	<p>Skills: The discrete skills and process students should be able to use independently (<u>Bloom's Level of Learning should be noted in parentheses.</u>)</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> • Providing details (knowledge, comprehension) • Using words to express their ideas (application) • Producing complete sentences (application) • Describing and sorting words into categories (application, analysis) • Recognizing print provides meaning (knowledge) • Understanding how to use a book (knowledge)